Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

It is important that your grant is used effectively and based on school need. The Education Inspection Framework makes clear there will be a focus on **'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'**.

Under the Quality of Education Ofsted inspectors consider:
Intent - Curriculum design, coverage and appropriateness
Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment
Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvementsto the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to publish details of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click HERE.

Created by:

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ NA
Total amount allocated for 2020/21	£21,730
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£21,730
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,730

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. **Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study**	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? **N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021. Please see note above	71%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	28%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	31%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?	Yes/No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22	**Total fund allocated:£21,730**	**Date Updated:**		
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 51%
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- Ensure that all children have access to at least 2 hours of quality physical activity each week. Children to understand the importance of their participation in this exercise.	- Year groups to deliver further PE sessions where there is a link to the topic studied. - Support to be given to teaching staff for the delivery of PE lessons. (Y4 and R) Opportunities to team teach with sports teachers in school. - CPD training to be given by sports staff to upskill and allow support to be given to improve the quality of PE sessions. - Provide children with access to high quality physical activity at break and lunch times and after school.	Contribution made to PE specialist salary.	Links made with topics and PE looking for opportunities to deliver second PE session as part of topic. Introduction of designated times in the timetable for all children to participate in the Daily Mile each day. Designated time in the timetable for sports staff to work alongside class teachers to deliver second PE lesson each week – CPD delivered to upskill staff. Year 4 and R.	- Second PE sessions to be mapped out with any topic links made. Cross reference opportunities in topic sessions with PE objectives to ensure full coverage. - Continue with Daily Mile sessions. - Continue to utilise morning slots in the PPA timetable to deliver CPD sessions with teachers. CPD rolled out to different year groups. Sport staff to work alongside staff delivering a session.
- Increase the number of and variety sporting after school	- Outside agencies brought in to deliver a variety of sports	£4809	Wheel chair basketball coach has continued to visit school to	- Build upon the skills that the children have and continue the

clubs made available to children. - Increase the opportunities available to children to participate in physical activity at break and lunch times. Encourage those less active to find and participate in a physical activity that they enjoy.	for the children including Wheelchair Basketball, gymnastics, Yoga (EYFS) and multi-sports (lunchtime clubs) Consultation with the children about the clubs that they would like to see made available to them. - CPD training given to support staff on duty at lunch and break times to allow them to deliver a variety of activities to cater for all children. - Sports leaders and ambassadors identified and trained to support with activities. - Appropriate equipment purchased that is suitable for the activities that are offered, allowing more children to participate. - Qualified coach to deliver multi-sports sessions across all year groups 3 x per week.		deliver morning sessions. This club is well attended and children are eager to take part. Coaches attend three days per week and deliver multi sports sessions to children in KS1 and KS2 at lunchtimes. Chdn are given the opportunity to participate in a focussed physical activity at lunchtime led by TAs (football/basketball). Less active children identified to attend. Children across each year group have access to physical activities during their lunch times – led by a qualified coach. Children have access to a variety of year group sports equipment boxes that have been put together to allow children to take part in different physical activities at break times.	wheelchair basketball sessions (more year groups involved) - Continue active lunch time clubs. Conversations with teaching staff to identify less active children to attend. - Continuation with the activity boxes available at play times. Audit of equipment to replace any needed. Pupil voice to identify any other equipment needed in the boxes to engage more children.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 18%
Intent	**Implementation**		**Impact**	

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- All children to be involved in PE lessons with the appropriate equipment needed to do this.	- Purchase equipment to allow all classes to participate in high quality PE sessions. Wide variety of topics to be delivered.	£1226 £440 (orienteering subscription)	All children have received high quality PE sessions delivered by sports staff and other staff across school with appropriate equipment.	The range of new equipment will continue to be used to allow risk assessments to be followed. Surplus equipment purchased during restrictions will continue to be used to allow staff to offer a range of activities at breaks and lunch times and in targeted after school clubs.
- Profile of PE raised across school. Targeted activities to involve as many children as possible	- Look at the curriculum to ensure a wide breadth of topics are being delivered across the year groups ensuring a progression of skills year on year.		Children are given access to a variety of activities and the PE curriculum is mapped carefully to ensure this. Children are also consulted and offered variety when it comes to clubs outside of school times and at break times and lunch times.	Children in school to continue to be involved in decisions about after school clubs that are offered.
- Raise the percentage of Y6 children leaving primary school being able to swim 25m.	- All year 6 children allocated sessions to work on their 25m and focus on safety in water with the scope to access top up sessions to allow more children to achieve standard.			Swimming sessions will continue to be offered at Y3 and Y6 allowing children in KS2 to have experienced swimming at the beginning and then at the end. This will remove the fear of the water that we see form many children when they go swimming for the first time in Year 6.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 4%
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- Staff CPD delivered by PE staff to support staff to allow them to deliver before school and break/lunchtime clubs. - Sports staff to continue to deliver CPD sessions to teaching staff to ensure that all staff are confident to deliver second session of PE.	Sports staff timetabled to work with support staff and teaching staff to deliver CPD through team taught sessions. Sports staff to work alongside teams to plan suitable activities – linked to current topics- that can be delivered alongside the PE lessons each week.	Contribution to PE specialist salary.	Support staff delivered sports clubs in the Spring and Summer terms, supported by the PE staff. PE staff have delivered sessions with teachers in Year 4 and R to deliver CPD to teachers allowing them to confidently deliver the second PE sessions to their class. Work has been put in to identify links between PE objectives and topics that year groups are studying to allow extra PE sessions to be delivered.	Planning linked to year group topics rolled over. Sport staff to work with year groups to suggest suitable topics and lessons. Time identified in the PPA timetable to allow for CPD sessions to continue.
- Staff CPD delivered to demonstrate the new orienteering programme.	PE staff to train other school staff to use the orienteering programme. Programme to be used in PE lessons and also as a cross curricular tool to encourage outdoor learning.	£440 (subscription)	Staff in school are trained in using the orienteering programme that can be delivered during PE and in other curriculum lessons. With support staff able to confidently deliver sessions.	Training from pe staff readily available to staff who want refresher sessions and new staff allowing more children to have access to this programme.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 51%
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
- Increase the number of and variety sporting after school clubs made available to children.	- Outside agencies brought in to deliver a variety of sports for the children including Wheelchair Basketball, gymnastics, Yoga (EYFS) and multi-sports (lunchtime clubs) Consultation with the children about the clubs that they would like to see made available to them.	£4809	Wheel chair basketball coach has continued to visit school to deliver morning sessions. This club is well attended and children are eager to take part. Coaches attend three days per week and deliver multi sports sessions to children in KS1 and KS2 at lunchtimes. Chdn are given the opportunity to participate in a focussed physical activity at lunchtime led by TAs (football/basketball). Less active children identified to attend.	- Build upon the skills that the children have and continue the wheelchair basketball sessions (more year groups involved) - Continue active lunch time clubs. Conversations with teaching staff to identify less active children to attend.
- Increase the opportunities available to children to participate in physical activity at break and lunch times. Encourage those less active to find and participate in a physical activity that they enjoy.	- CPD training given to support staff on duty at lunch and break times to allow them to deliver a variety of activities to cater for all children. - Sports leaders and ambassadors identified and trained to support with activities. - Appropriate equipment purchased that is suitable for the activities that are offered, allowing more children to participate. - Qualified coach to deliver multi-sports sessions across all year groups 3 x per week.		Children across each year group have access to physical activities during their lunch times – led by a qualified coach. Children have access to a variety of year group sports equipment boxes that have been put together to allow children to take part in different physical activities at break times.	- Continuation with the activity boxes available at play times. Audit of equipment to replace any needed. Pupil voice to identify any other equipment needed in the boxes to engage more children.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 34%
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- Entry in to Middlesbrough School Sports Partnership – giving children access to a wide range of sporting competitions and events throughout the school year. - Competitions and events to be organised by Sports team. - Specialist coaches employed to deliver training to children.	Contribution made to Middlesbrough School Sports Partnership to allow access to sporting events. Competitions and activities made available remotely due to restrictions. PE staff to make arrangements for upcoming competitions. Sports coaches employed to deliver training to children where needed.	£1,000 yearly fee to sports partnerships. Contribution made to PE specialist's salaries	Children participate in a variety of competitive sporting activities – remotely this year. Middlesbrough School Sports Partnership lead to provide activities for the children across school to participate in. Children across KS2 have had the opportunity to experience wheelchair basketball competitions delivered by a qualified coach.	Entry in to the Middlesbrough School Sports partnership again in the coming academic year. Review of current competitions and planning to deliver training and lessons in the next academic year linked to upcoming competitions. Review of available coaches for the next academic year. Continue with wheelchair basketball. Links made with clubs in the community that children can attend out of school.
- Provide travel to and from sporting competitions.	Transport provided for all children to attend sporting competitions to allow all children to participate.	£1906 .	More children have been able to travel to and from competitions, allowing more to participate.	Continue to make links with school to allow us to make use of their transport giving us more options when it comes to transporting more children to more competitions that are available.
- Provide kits for the children to wear.	Kits purchased to allow all children to participate in events in suitable clothing.	£332	All children have appropriate kit to attend competitions including clothing and footwear.	Kits will be readily available to children as they move through each academic year as a variety of sizes were purchased. Chdn feel

				like they are part of a team when dressed in the school's kit.

Signed off by	
Head Teacher:	C L HAYLOCK
Date:	14.07.22
Subject Leader:	
Date:	
Governor:	
Date:	